

Examiners' Report
June 2012

GCE French 6FR02 01

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Introduction

This is the seventh session for Unit 2 of the GCE 2008 Specification. This paper was set in accordance with the Specification guidance, and adhered to the format of all previous Unit 2 papers. Centres received compact discs or accessed mp3 files, which contained four passages, whose total running time was less than five minutes, shorter than in previous sessions. The total time for this paper was 2 hours 30 minutes, with candidates having access to the recording for the first 45 minutes only. All questions were compulsory, and the vast majority of candidates attempted all questions. At the upper end of the candidature, there were excellent performances which suggest teachers' familiarity with the requirements, and attention to points highlighted and reiterated in consecutive Examiner's Reports and at INSET training events, and most especially to the comments given to specific questions in detailed Results Plus reports. This paper was marked to exactly the same principles as 6FR02 in all its six previous sessions. The passages sought to cover a range of topics and interests from within the four AS General Topic Areas (GTA), drawing on a variety of French-speaking cultures and contexts. The first four passages were spoken, the latter four were written.

Question 4

This question type is familiar to candidates, and is being treated increasingly well. All question parts are worth 1 or 2 marks and this holds true in Q7 later. It is worth repeating that targeted, not oblique lifts from the passage can score in Q4 and Q7. It is not automatically necessary to reword phrases from the passage. Many candidates gained some credit in most parts, and there were a decent number of excellent or perfect scores. Less able candidates attempted faulty and incomprehensible phonetic transcriptions, or more prevalently this session, untargeted and lengthy lifts. In Q4b, verbose explanations of the admissions procedure appeared. In Q4c, for instance: '*la comptabilité*' or '*l'accountabilité*' were frequent. In Q4f, exhaustive lists of countries, made by candidates, for possible future study tended to omit key destinations, or to invalidate them by grouping correct and incorrect destinations together. Candidates are reminded of the order of elements rule (please refer to the Paper Summary at the end of this report for more information). This session, in Q4, only Q4f had 2 marks on offer, so in all other parts of Q4, only the first element could gain credit. Q4 is expected, and proved to be, the most challenging listening question, and responses gained credit provided that they communicated unambiguously. This session's passage relates to the Education, Training and Employment general topic area. Candidates are always encouraged to listen to the whole passage first before attempting the questions, as this provides the important overview of the sense of the passage. It also suggests the order of the question parts, as they are asked sequentially, according to the passage.

As before, ambiguous or nonsensical language seemed to have hindered communication in some cases, even though accuracy is explicitly examined here. In this question and in Q7, the rule of thumb is that if a word is spelled incorrectly by one letter and does not become ambiguous, it can score, and candidates need to be aware of this rule.

These comments relate to the examples below:

(a) 'Ceux' is correctly spelt here. 'Ces' and 'c'est' are common errors for 'ceux'; 'système' could not be accepted if the English spelling was used. Candidates should watch negation, as some invalidated their response by discussing those not in the French system. A lift was acceptable here, as it was targeted, but this candidate has done better and has manipulated the response.

(b) Question words are always worth revising. 'Qu'est-ce qui' is not the same as 'qui', and 'un examen' was enough to score. Many candidates lifted ineffectively, and if the response makes no sense overall, even if the correct words are within the response, there can be no score. Candidates should target the information needed.

(c) 'Comptabilité' was often misspelt. 'Comment' requires more than stating: 'la comptabilité', so such questions require a verb, such as 'ils font/ choisissent la comptabilité'. In (c) and (d) there were often enumerations of the vocational subjects on offer, such as theatre. It is useful always to consider the overall context of a passage.

(d) The use of 'ils' is a succinct and effective way of responding. If candidates specified the subjects, all subjects had to feature, or the response is invalid. Mention of 'les langues' was too vague; 'sujets' was a rejected anglicism; 'ses meilleurs élèves' was acceptable, but 'ces' was too vague in this context. Care was needed if a verb was chosen: 'les meilleurs élèves peuvent les étudier' was correct, but 'doivent' or 'veulent les étudier' were not, as there is no evidence in the passage of obligation or desire.

(e)i. Again targeting 'qui' was essential, and the lift 'de la sixième à la seconde' was oblique, though removal of the 'de' was just acceptable. The conjunction was important here, and this candidate has an incorrect gender, but the clear sense that from one age group to the other, Malgache must be studied, so this gains the mark. 'Les élèves en sixième et en

seconde' is incorrect, as it implies that those in say 'troisième' do not study it. 'Seizième' was not uncommon. 'Segonde' and 'sisième' were just about tolerated, but candidates should check for errors of this nature, borne from hearing, not seeing the words.

(e)ii. Some precision was needed here, as this part discriminated well between vague references to other year groups, and specific responses. Those in 'terminale' is too restrictive, as those 'en première' also have Malgache as an option. The following response was accepted: 'ceux qui ne sont pas en ces années scolaires', referring back to (e)ii. However if (e)i was incorrect, then so was (e)ii.

(f) Two marks are on offer, and this candidate gains both: the notions are studying, and in France or 'La Réunion'. This candidate has taken care to spell 'La Réunion' correctly, but without a capital letter or an accent, it was considered to be English. 'En France et La Réunion' was not correct, as either destination is involved, not both for a given student. Mention of other countries, if correct but incomplete was accepted. Basic number practice is recommended, as 85% was often given. 45% was not infrequent, but it rendered both marks invalid: to state that a minority goes to these destinations is a misunderstanding. 'Poursuivre' just about worked when rendered as 'suivre'. However, the conjugation of 'suivre' wrong footed many and 'ils suivrent' had to be rejected. Candidates are reminded to provide existent verb forms, as only these can score in essential parts of the answer.

4 Dans ce passage, il s'agit du lycée français d'Ambatobe à Madagascar.

Répondez aux questions **en français**.

(a) Qui n'est pas obligé de passer un examen pour être accepté au lycée français d'Ambatobe ?

(1)

.....
Ceux qui sont dans le système français

(b) Qu'est-ce qui permet au lycée de bien placer les élèves au niveau approprié s'ils ne viennent pas du système français ?

(1)

.....
Il y a un examen qui permet le lycée de ~~en~~^{les} placer au niveau approprié.

(c) Comment les élèves peuvent-ils s'équiper pour une carrière dans l'économie ?

(1)

.....
Ils peuvent faire la série professionnelle de ~~comptabilité~~ comptabilité

(d) Monsieur Herz, que dit-il au sujet du latin, du grec et des langues vivantes ?

(1)

.....
Ils sont pour les meilleurs élèves.

(e) Le malgache, la langue parlée à Madagascar :

(i) qui est obligé de l'étudier ?

(1)

.....
Ceux qui sont en 6^{ème} jusqu'à la seconde.

(ii) qui n'est pas obligé de le faire ?

(1)

.....
Ceux qui ~~son~~ font le bac

(f) Que fait la majorité des élèves après le bac ?

(2)

.....
95% des élèves poursuivent leur études en France ou à la Réunion,
.....
et quelques-uns poursuivent leur études à Madagascar ou au Canada ou
.....
en Angleterre.

(Total for Question 4 = 8 marks)



ResultsPlus
Examiner Comments

This is an excellent response, gaining full marks. It is succinct and conveys all necessary information. There are some grammatical errors however, comprehension is clear enough for all marks to be given.

(a) Qui n'est pas obligé de passer un examen pour être accepté au lycée français d'Ambatobe ?

(1)

Les étudiants Français.

(b) Qu'est-ce qui permet au lycée de bien placer les élèves au niveau approprié s'ils ne viennent pas du système français ?

(1)

Les résultats des examens permettent de bien placer les élèves.

(c) Comment les élèves peuvent-ils s'équiper pour une carrière dans l'économie ?

(1)

La voie professionnelle de comptabilité

(d) Monsieur Herz, que dit-il au sujet du latin, du grec et des langues vivantes ?

(1)

Les meilleurs élèves peuvent choisir ces langues

(e) Le malgache, la langue parlée à Madagascar :

(i) qui est obligé de l'étudier ?

(1)

les élèves de la sixième à la seconde.

(ii) qui n'est pas obligé de le faire ?

(1)

les élèves de BAC

(f) Que fait la majorité des élèves après le bac ?

(2)

95% des élèves poursuivent leurs études en France et à la Réunion, quelques étudiants poursuivent leurs études dans les autres pays.



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Examiner Comments

(a) It is not the nationality of the students which matters, but the system in which they have hitherto studied. Some sense of the overall passage might have helped here, and in (b) the next reference to the French system gives a clue when checking through that the system works. It is not the nationality that is at issue.

(b) 'Des examens' is indeed included in the response, but this shows how the overall answer is considered, and 'résultats' is mentioned. This could be part of a correct answer, but is too incorrectly spelt to score. 'Permient' is not close enough to 'permettre' to consider that the sentence makes overall sense.

(c) There is no active notion, and a verb is needed to respond directly to the question. This is a pity as the candidate has unusually spelt 'comptabilité' correctly.

(d) 'Ces langues' is a neat way of responding, and they are indeed for the best pupils.

(e)i. A population of pupils is correctly identified, so 'qui' is targeted. 'Second' looks English, but is allowed, as it is actually a grammatical issue: masculine form of the correct 'seconde'. Similarly, 'terminal' and 'premier' both scored if used correctly in (e).

(e)ii 'Les élèves du bac' was taken as being those in their final two years prior to sitting the bac, even though this may be offering benefit of doubt. Could it also mean 'seconde'? If year groups were specified, 'première et terminale' were needed in this part to score.

(f) 'La réunion' has no capital letter, but does have an accent, so scores while 'reunion' is English and is rejected. The percentage is correct, and mention of other countries is the third element in a two mark response, and is treated as a harmless addition. Candidates should take care not to offer excessive information, as it can vitiate otherwise correct responses, and could run candidates out of elements, if presented in an unfortunate order. However this candidate has scored well on the most challenging of the four listening questions.

Question 6

Full sentences were not required in this transfer of meaning question. Each part of Q6 is worth 1 mark, available for accurate and comprehensible retrieval of information from the passage. The rubric states that all relevant information must be conveyed, so partial information may lead to lost credit. The majority of candidates scored 2, 3 or 4 marks. Imprecise English was again a significant factor in lowering the scores. In Q6a, all necessary information was not always given: the notions of wearing long and baggy clothes were all needed. 'Big clothes' is too vague and is not the same as 'clothes which are too big'; or in Q6c, where *Hurler* proved hard to convey, and led to suggestions of throwing up, hurling, throwing, barking and howling. References to crying invalidated the response. Many candidates did not convey the notion that both sides shouted. In Q6d, '*noirceur*' proved elusive, as did the distinction between 'getting rid of her blackness', rather than simply putting it out of mind. In Q6e, a general view was sought, so references to specific lifestyle choices invalidated a number of responses. The order of elements rule deals with this general versus specific distinction, but candidates might note that a similar distinction had appeared in Jun 11's paper in Q6e! Almost all candidates responded in English as required, with below average numbers of candidates switching to French for individual parts.

Native French speakers could usefully spend time on Q6 practice, as English expression wrong foots otherwise very strong candidates. This session, there were fewer examples of French appearing as isolated words or of literal translations, but candidates more than elsewhere in the paper do not always give full information.

6 Read the passage and answer the questions **in English**. Your answers must relate exclusively to the passage and convey **all** the relevant information provided.

(a) How did Pauline conceal the fact that she was not eating?

(1)

She dressed in long clothes that were too big for her.

(b) According to the first paragraph, apart from her being withdrawn and friendless, how do we know that Pauline was not happy?

Because all

(1)

What she wanted was to be somebody else ~~and she~~

(c) What shows that Pauline and her parents misunderstood each other?

(1)

They argued and ~~they~~ ^{she} shouted at them and they ~~and they~~ screamed ~~at her~~

(d) How did Pauline's writing of fiction help her?

(1)

The imaginary character helped her, because he was ~~the~~ not afraid or embarrassed of ~~to~~ anything.

(e) What is Pauline's general attitude to her health now?

(e) What is Pauline's general attitude to her health now?

(1)

She pays a lot of attention to her body ~~and she~~ by doing sport, eating healthily, not smoking and not drinking.

(Total for Question 6 = 5 marks)



ResultsPlus

Examiner Comments

This candidate has scored well and has successfully transferred much of the necessary information.

(a) The three notions required to earn this mark are all here: 'wearing', 'long and baggy' or 'too big'. Wearing clothes which are 'long and big' is not sufficient, as they might not be too big for Pauline. This candidate has doubly ensured the mark: 'too big' for her. Mistranslations, as mentioned above, were frequent in this part: 'large clothing', 'ample clothing'. Verbs or equivalents were not always proffered: 'long baggy clothes' does not score.

(b) This is a correct element, and was one of two alternatives, the second being Pauline chain smoking. Where smoking was targeted, not all candidates gave full information, and ignored the heavy smoking aspect.

(c) Arguing or fighting has to be with one or more people, so there was no need for a reflexive notion with these verbs. 'They yelled' or 'they shouted' are not reciprocal in the same way, so do need a reflexive pronoun to score. 'Hurler' and 'crier' proved challenging and could invalidate otherwise correct work: 'they argued and cried', 'they argued and she threw up'.

(d) Conveying the idea of getting rid of negativity proved challenging, and this part discriminated well, as here, where it is the only lost mark for this candidate in Q6. There is no sense of embarrassment in the passage, nor of concealing the pain. Candidates had to target the notion of eliminating the pain, and accounts of the historical setting for the character were not relevant.

(e) The general nature of the question part eluded many, and candidates exemplified ways Pauline now cares for her health, rather than responding generally: she does not smoke now, she exercises regularly. The order of elements rule took care of this issue. A past tense was rejected as illogical: she looked after her body. Statements needed to target an attitude: 'she is healthy' is a fact, not an attitude.



ResultsPlus

Examiner Tip

Spend time on Q6 practice, as English expression can wrong foot otherwise very strong candidates.

6 Read the passage and answer the questions **in English**. Your answers must relate exclusively to the passage and convey **all** the relevant information provided.

(a) How did Pauline conceal the fact that she was not eating?

she wore

long and baggy clothes

(1)

(b) According to the first paragraph, apart from her being withdrawn and friendless, how do we know that Pauline was not happy?

smoking cigarette after cigarette, she was shy

(1)

(c) What shows that Pauline and her parents misunderstood each other?

They argued with each other and cried

(1)

(d) How did Pauline's writing of fiction help her?

Made her feel better about her life and calmed her at night

(1)

(e) What is Pauline's general attitude to her health now?

she pays a lot of attention to her body, plays sports and eats healthily, and does not smoke, take drugs or drink. she is positive.

(1)

(Total for Question 6 = 5 marks)



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Examiner Comments

(a) All three notions are included here correctly.

(b) The reference to being shy is a harmless addition, and comes after the key information. However the candidate needs to consider whether being shy is a measure of unhappiness in this examination.

(c) The candidate has mistranslated 'crier', having written 'crying' instead.

(d) What is offered may well be true, but there needs to be specific mention of how fiction writing was a form of self-help for Pauline, and calming her at night is not specific enough.

(e) The order of elements rule has saved the mark for this candidate, as all the detail about not smoking or drinking alcohol etc comes after the first correct element, which is a general comment in the present tense about how she looks after herself.

Question 7

This reading comprehension question follows the same format as used in all four previous examination sessions. In the same way as Q4 for spoken language, Q7 seeks responses in French to the written word. In this session, no question part is worth more than 2 marks. Targeted lifts were accepted, though oblique ones were not. There were 10 marks on offer. Discrete marking in all the 2 mark questions allowed candidates who had partially understood, to access some credit. It should be remembered that the discrete element rule aims to give credit where one element is correct, and the other is incorrect but must be plausible and within the context. Therefore an irrelevant or contradictory incorrect element could cost both marks. As mentioned before, it is worthwhile gaining a general comprehension of the context in the passage, as this then precludes extraneous and incorrect answers. For instance, if it was generally understood that the passage is about falling customer numbers in this village general store cum café, it is unlikely that it is because of cheaper prices there rather than in the supermarket, and that she has absolutely no customers any more.

Where two marks were available in a section of this question, they were awarded discretely, as explained in the marking principles section of the summary. The order of elements rule is also relevant in this question, and in order to assist candidates, in Q7a and Q7g, some flexibility was extended: if in (a) coffee and aperitifs were mentioned, then if not otherwise invalidated, bread buying could score. Equally in (g), mention of going to the supermarket and preferring the town for shopping counted as a single element, to allow responses including the fact that everyone had a car, to score.

7 Répondez en français aux questions suivantes, en utilisant le plus possible vos propres mots.

(a) Les clients, que peuvent-ils faire au café-épicerie de Liana Duclos ? Donnez deux détails.

(2)

ils peuvent acheter ~~des~~ du pain et les produits de nécessité.

(b) Quelle sera la conséquence du fait que son chiffre d'affaires est « en chute libre » ?

son Bar n'existeraient⁽¹⁾
~~les cafés traditionnels n'existent plus.~~
parce - que ~~ce n'est pas~~ pas profitable.

(c) Est-ce qu'elle a perdu tous ses clients du bar ? Expliquez votre réponse.

(1)

pas vraiment, il y a quelques personnes qui sont toujours ^{fidèles}

(d) Où retrouve-t-on plutôt ses amis aujourd'hui ?

(1)

chez - eux

(e) Donnez deux groupes de gens qui fréquentaient le café-bar dans le passé.

(2)

les parent des enfants à l'école, ^{et} les chasseurs

(f) Pourquoi Liana ne peut-elle pas toujours aider un livreur qui lui demande l'adresse d'un habitant du village ?

(1)

parce ~~qu'elle~~ elle ne connaît pas tout le monde dans

(g) Pourquoi certains villageois préfèrent-ils aller au supermarché à sept kilomètres à la ville de Pont-Audemer ?

(2)

c'est bon marché et tout le monde a une voiture donc ~~ce n'est pas facile~~ ils préfèrent aller en ville

(Total for Question 7 = 10 marks)



7 marks, on this example, is a good score on what is the longest passage in the paper.

(a) This candidate has repeated the same notion, so scores 1 mark only. Less able candidates tended to lift from the passage, so forfeited one mark for the wrong angle.

(b) The key idea is that the café will shut, in this case expressed as 'n'existeraient plus'. The verb is not in the correct person, but is in an existent form in a logical tense, so scores. Many candidates repeated the fact that trade had slumped. This is true, but does not target the consequence, and care is needed with retrieving the correct information, not merely accurate information.

(c) Any response beginning with 'oui' would not score, and indeed, it is unlikely that there would be no customers at all left. Two routes were possible to the 1 mark on offer: that there were still some customers or that there is a limited number of regulars. It is too vague to state 'elle a quelques clients' as this does not reflect the fact that a profitable number has not been retained. 'Quelques personnes qui sont toujours fidèles' conveys the notion of a limited number of regulars.

(d) Disjunctive pronouns are on the programme of study and bear revision, both for the comprehension questions and the written response. 'Chez eux' and 'chez soi' both scored, but were not especially frequent. 'Chez les amis ou chez les autres' does not convey the reciprocal sense needed of this socialising. Again, some candidates lifted, and this was targeted enough to score: 'les gens...chez les autres'. 'Les jeunes' was sometimes confused for 'les gens' and did not score. Candidates should beware of similar words which invalidate responses if confused.

(e) The focus of this part is past times, so tenses other than the past tense, if offered, forfeited one mark: 'les parents qui viennent après avoir laissé leur enfant à l'école'. This candidate scores for 'les chasseurs', and domino players or holiday home owners would also be accepted. The parents had clearly left their children at school when they called into the café. Incorrect answers implied that the children came too, sometimes for an aperitif!

(f) This part aims at a distinction between the past, and now, where Liana does not know everyone. Thus the tense used was important, and 'elle ne connaissait pas tout le monde' misses the point. The past tense could be accepted, as long as it relates to the changed situation: 'maintenant ell ne connaissait plus tout le monde'. 'Eil connaisse' was frequent and accepted as an existent verb form, although it probably shows a mistaken belief that a regular -er verb is involved. This is a reminder that present tense conjugations bear revision during the GCE course.

(g) As mentioned above, preferring to go the supermarket and to town were taken as one element. Some candidates responded: 'en voiture ce n'est pas loin d'aller au supermarché', but this was rejected, as it did not explicitly state that everyone has a car. Unfortunately the first element here does not score, as there is no comparison with the village store: 'c'est bon marché' is too vague.



Be aware of the focus of questions.

Here, the focus is what the customers do, not Liana. 'Ils peuvent acheter du café' is ambiguous, as it seems to refer to ground coffee, not drinks.

7 Répondez **en français** aux questions suivantes, en utilisant le plus possible vos propres mots.

(a) Les clients, que peuvent-ils faire au café-épicerie de Liana Duclos ? Donnez **deux** détails.

(2)

Ils peuvent boire un café ou prendre un apéritif, ou bien acheter quelques produits de base tel que du pain.

(b) Quelle sera la conséquence du fait que son chiffre d'affaires est « en chute libre » ?

(1)

Liana Duclos va fermer son café-épicerie.

(c) Est-ce qu'elle a perdu tous ses clients du bar ? Expliquez votre réponse.

(1)

Non, car il reste toujours quelques habitués.

(d) Où retrouve-t-on plutôt ses amis aujourd'hui ?

(1)

On se retrouve plutôt chez soi.

(e) Donnez **deux** groupes de gens qui fréquentaient le café-bar dans le passé.

(2)

Avant, les chasseurs et les parents allaient au café-bar.

(f) Pourquoi Liana ne peut-elle pas toujours aider un livreur qui lui demande l'adresse d'un habitant du village ?

(1)

Car elle ne connaît plus tous les habitants du village, vu qu'ils ne viennent plus au café.

(g) Pourquoi certains villageois préfèrent-ils aller au supermarché à sept kilomètres à la ville de Pont-Audemer ?

(2)

Les prix sont moins chers au supermarché, et il n'est pas difficile d'y aller car chacun a sa propre voiture.



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Examiner Comments

This candidate has scored very well, and has targeted the questions carefully.

(a) 'Prendre un café ou prendre un apéritif' are treated as a single element, so 'produits de base', especially with exemplification of bread, scores as well.

(b) 'Va fermer' is a defective verb form, but the use of 'aller' is a sufficient indication of the future tense, so scores.

(c) The candidate has doubly ensured the mark, including 'quelques' and 'toujours' in the response.

(d) A full sentence is unneeded, but leads into the correct 'chez soi' so is harmless. Candidates must beware of writing down excess information for good measure, as elements can be used up, or vitiation could occur.

(e) A past tense verb is used, so would score with an otherwise correct response, but there is incomplete information about having left their children at school, so only 'les chasseurs' scores.

(f) The fact of villagers not frequenting the café is not essential, but is harmless. The response targets the current situation, so is rewarded.

(g) The two key ideas are given clearly. Some candidates made their responses ambiguous with inaccurate possessive adjectives: 'tout le monde a leur propre voiture'. The opposite angle relating to prices was acceptable if explicit: 'le café-bar est plus cher que le supermarché': 'le supermarché est plus cher que le café-bar' was not infrequent, but it is unlikely to be the case, so overall consideration of the passage is as ever useful.



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Examiner Tip

Candidates are again advised to ensure that actual verb tenses are used.

Question 8

Most candidates attempted this question with many excellent responses; however, excellent content was sometimes coupled with merely satisfactory Language. Candidates who answered entirely irrelevantly or incomprehensibly, thus scoring nothing, were seldom found. The general impression from examiners is that this very familiar subject, aided by flexibility with the application of the mark grids to the bullet points, allowed virtually all candidates to gain some credit, and less able candidates to score. The word count of 220 words proved more than adequate, and candidates who exceeded the limit often did so because of excessively long introductions and treatment of the first two bullet points. Excellent answers sometimes fell well within the word count, and details of what examiners sought in response to the bullet points are in the summary of the paper. While the majority of candidates responded 'at least in part to all four bullet points' achieving full bullet points was easier than in some previous sessions. An article was required as in January and June 2011, but a letter format was not penalised. Many teachers had helpfully equipped their candidates with a range of useful constructions, though convincing incorporation was more challenging. Once more, the full scope of linguistic ability was seen. Perhaps due to the broadly accessible topic area, there seemed again to be less very weak work. Only the very weakest candidates missed bullets widely, usually writing a general treatise on global warming and green issues. Inattention to simple grammatical points precluded many otherwise very good candidates from the higher mark bands for Language. Simple subjunctive constructions had often been well taught, whereas the following basic grammar points were often elusive: all tenses of regular and common irregular verbs, genders of common nouns and agreement of adjectives. Disjunctive pronouns were not generally well handled. Essentially, as before, nouns and their verbs and adjectives often did not agree and sometimes impeded communication. It is well worth checking Q8 carefully and ensuring that basic grammar from GCSE level or earlier is secure. It holds true over all sessions that straightforward, accurate language is generally better than attempts at more advanced constructions which are on occasion quite unconvincing. A number of suitable phrases are useful, and were employed appropriately: 'le revers de la médaille', 'selon moi', 'd'après moi'. Other common items were correctly used, but incorrectly spelt, with the areas of error underlined in the examples of 'personnellement', 'environnement', 'malheureusement', 'par exemple'. Other items which often appear erroneously and interchangeably are: on/ont/en peu/peut ce/se/c'est c'est/ces/ses ça/sa son/sont si/ci ai/est/et je crois/croix.

Other issues which were prevalent due to the Q8 subject matter this session:

Singular/plural lack of accord: 'les transport en public/ publique, il sont'; 'tout(e)(s) les temps' Liaisons ignored as in 'je emprunte', 'je utilise', 'que il'.

Articles involving à and de: 'au l'école' and 'la pollution du les voitures'.

In terms of content, all bullet points proved to be accessible to candidates at all levels. One discouraged practice, found in quite a number of responses by several examiners, is regarding the bullets as a question/answer exercise: thus, bullet 1 might begin with 'Oui, je prends quelquefois le bus', or, worse, for bullet point 2, 'Oui, c'est une initiative fantastique', making no reference to either 'vélo' or 'gratuit(s)', hence leading to partial credit only.

In bullet point 1, most candidates gave a clear statement about whether they use public transport, and most offered development about what sort, or why, and backed it up with green credentials. Many of the candidates claimed to use public transport, but a few said they would always go for the car; of these some were apologetic, while others dismissed public transport as unreliable/late/crowded/dirty/too expensive. All these approaches and developments were taken on their own merits, and regarded as plausible. Examiners found that personal experience informed candidates in a more meaningful way than in some sessions, and that candidates based their response clearly in their own context. Urban candidates' views contrasted on occasion with rural dwellers. Some Cypriot candidates stated they had only buses; some African ones that their public transport was sadly

unreliable; Spanish public transport was consistently praised. Partial credit only was available to the candidates who failed to give a personal response and wrote generally about public transport.

In bullet point 2, notwithstanding those who omitted to mention what the initiative was, as they treated the response as a comprehension exercise, most gave a positive opinion about the scheme of free bicycles, though others thought it a waste of resources, especially during a recession, as the cycles could get stolen, vandalised, or just not used; many wrote simplistically but acceptably about how they would dispel all the traffic problems and be the universal panacea to sedentary lifestyles and obesity. A few candidates assumed it would be a hiring arrangement and quoted schemes in London and in Paris, so discussed the implausible notion of free hire charges.

In bullet point 3, most candidates gave a reason for continuing use of cars in town, and examiners noted both cannibalised responses and truly original ones with detailed justification: comfort, idleness, going to work, emergency services and unreliable and disagreeable public transport. Better candidates singled out having to take children around, large families, elderly and less mobile people, security fears both on public transport and while waiting for it, and heavy shopping bags. Candidates did not always target the use in towns, though this was not insisted upon, but the fullest credit is gained for the most targeted responses.

In bullet 4, there were many acceptable responses, although few original ones. The weakest arguments recommended relying on campaigns and education. The more ambitious ones suggested: increasing taxes on cars, putting up the price of petrol, nearly always 'rendered le pétrol(e)', 'le co-voiturage', which is not really an alternative to the car, improving public transport. Free or subsidised public transport was often mentioned with decent development, sometimes citing the stimulus for statistical evidence of the environmental benefits.

8 Vous écrivez un article pour discuter le transport dans les grandes villes. Écrivez entre 200 et 220 mots en français. Vous devez mentionner les points suivants :

- Si vous empruntez régulièrement les transports en commun
- Si vous croyez que proposer des vélos gratuits est une bonne initiative
- Une raison possible pour laquelle certains continueraient à utiliser la voiture dans les grandes villes
- À part les vélos gratuits, comment on pourrait encourager les gens à ne pas utiliser la voiture en ville

Selon de l'article "Les transports en commun"
La voiture est très mauvaise pour l'environnement
est les émissions de la voiture est s'inquiète
~~XXXX~~ L'article proposée que le vélo ou
d'autres formes de transport est meilleur pour
l'atmosphère.

De nos jours il est évident que de nombreux
des gens utilisent les voitures parce que
les voitures sont facile ~~XXXXXX~~ et vite et
est aussi privé. Il est clair que la plupart
des gens préfèrent les voitures mais il y a
une grande gamme ~~des~~ d'autres transports
dans le monde tels que le métro, le bus,

cu la tramway, A mon avis j'aurais pensé ~~qu'il~~^{que}
st une bonne idée spécialement pour le danger
de pollution.

Selon le dernier passage dans le texte les vélos
devient deviendront ~~plus~~ ~~en plus populaire~~
gratuits dans certains endroits. Je suis d'accord
avec cette déclaration parce que ne seulement
sont ils bénéfiquement pour l'environnement
mais aussi une bonne forme pour l'exercice. 185

A Londres en Angleterre il ya les vélos pour
la publique de ~~être~~ utiliser mais les vélos
ne sont pas gratuits, c'est une bonne initiative, mais
~~mais certains gens~~ mais les vélos devraient être gratuits.

Certaines personnes continueraient à utiliser
la voiture dans les grandes villes parce que
souvent il ya ~~des~~ les problèmes ou les
complications avec les transports commun
ou dans certains ~~si~~ circonstances la personne
est très ~~parasseuse~~ parasseuse.

Je pense que le gouvernement devraient
encourager la société de ~~de~~ utiliser
une nouvelle forme de transport parce que
la situation ~~est~~ est très
mauvais et dangereux pour l'atmosphère. 225

pour conclure, je ne pense pas que ce soit
une bonne idée pour les gens de continuer

5. d'utiliser les voitures parce que ~~peut-être~~ les voitures pourraient un effet désastreux envers la planète. Je voudrais penser que les gens comprendraient ~~ce~~ ^{cela} inquiet.



ResultsPlus

Examiner Comments

This is a good response, both in terms of Content and Language. C-10 means that the candidate has addressed all four bullet points, though in some cases, only partially or ineffectively. If the candidate chooses not to tackle the bullet points in order, this is no problem. As mentioned in the summary, Q8 is a written response, not four responses to comprehension questions, and examiners ideally sought a cohesive piece dealing explicitly with each bullet point.

After an introductory paragraph based on the stimulus, this candidate tackles the third bullet point first, and gains full credit, for a direct treatment of the bullet point with some development. However on looking through the whole response, this paragraph is actually a non-personalised treatment of the first bullet point, so gains partial credit only.

The issue of free bicycles is addressed fully, too, with reference to its environmental benefits. However language is quite ineffective here, and hampers communication: 'ne seulement sont ils bénéfiquement pour l'environnement...' More than once again in the response, this candidate addresses the theme of car usage, so words are being expended gratuitously, leaving only a sketchy response to possible ways of encouraging less car use in town.

Overall, there are two or possibly three fully addressed bullet points, and one partially addressed one, so C10-12 is correct. Teachers may feel that L-10, in the good range, is generous here given that parts of speech are confused, dependent infinitives are mangled: 'les vélos devraient gratuits'; adjectives not agreeing and incorrect genders. However there are some good attempts, such as the present subjunctive, some consistent agreement, some complex tenses and accurate spelling in places. The bottom end of the L10-12 box seemed appropriate. Approximately two thirds of candidates fell within the 20-26/30 range.

There is no need to give out rough paper or additional answer booklets when candidates can plan in the space provided for the response. Double spacing and a fair copy are not requirements, and some candidates did not allow themselves enough time to write up and check their fair copy. Time management, including checking time, is vital in this 2 hour 30 minute paper. Candidate indications of the word count are not essential, and see the marking principles section for what counts as a word. A title for an article is a positive, but unrequired attribute, and C-15 is attainable without one.

Candidates and teachers could usefully refer to the Specification's Programme of Grammar, as this suggests not only the type of constructions which could be included, but also those the candidates will encounter in the passages used in the paper. 'Après avoir', dependent infinitives, present tense subjunctive usage, negation, agreement of adjectives, accurate conjugation of simple verb tenses, and 'en' with the present participle are all positive indicators.

Article:

IL FAUT UTILISER LES TRANSPORTS EN COMMUN !

J'utilise les transports en commun chaque jour. Bien que les bus ^{coûtent} ~~soient~~ assez chers, je dois les utiliser pour ~~me~~ voyager au lycée, car je ne peux pas conduire. Pour les voyages aux autres villes, je préfère le train - mais si on est en retard pour le départ, ça sera très stressant. 51

A mon avis, les vélos gratuits sont une idée merveilleuse. En fournissant les vélos gratuits pour leurs citoyens, les municipalités les encouragent de protéger l'environnement, mais aussi ^{de garder la forme.} ~~de faire de l'exercice~~. Si plus de personnes faisaient du vélo chaque jour, la problème inquiétante de l'obésité serait réduite. 47.

Pour beaucoup de personnes la voiture représente l'indépendance. Si on a sa propre voiture, on peut se déplacer n'importe quand. ~~et ceci est la raison pour laquelle~~ beaucoup de gens ~~préfèrent utiliser leurs voitures~~. Cette liberté est très important ~~parce que~~ ^{alors} ~~car~~ alors

beaucoup de gens ^{préfèrent} ~~de posséder~~ d'utiliser leurs voitures, même si ^{s'ils} les voitures sont ^{moins rapides} ~~moins~~ ^{plus lentement} ~~plus lentes~~ que les transports en commun. 44

~~A mon avis, c'est les prix des transports en commun qui décourage les habitantes des villes de changer leurs habitudes et de ne pas voyager en voiture.~~ Bien qu'il soit important que les transports en commun soient profitables, ^{il faut que} on doit ^{de} réduire le prix. ^{le} gouvernement doit ^{de} donner plus de l'argent aux compagnies de transport pour rendre les services plus bon marché.* 45

Après avoir réalisé que les transports en commun sont moins chers que la voiture, les gens n'utiliseront plus leurs voitures en ville. ~~et donc~~ 69.

INSERT AT THE *

pour encourager les gens de changer leurs habitudes et de ne pas voyager en voiture.

TOTAL = 211 words.



ResultsPlus Examiner Comments

This candidate has the fullest commentary which applies to all Q8s. Please read these comments in conjunction with the introduction to Q8 and the advice at the end of the report. This candidate has written untidily and had used up several pages on rough notes. This is absolutely fine, and planning is encouraged. There is a scant introduction, and there is a conclusion.

Bullet point 1 is addressed directly, as are all bullet points by this candidate. Full content marks were given, as there is nothing more which an examiner could seek. It could appear that responses are quite brief and mundane, but time constraints, word count and the absence of a dictionary are all taken into account when establishing the standard at AS French. In the first paragraph, a personal response is given, as required, with some account of the pros and cons of taking more than one mode of transport.

Bullet point 2 is discussed well, with clear reference to what the initiative is, and its benefits for the environment and body. It is noteworthy that candidates do not have to answer from both sides of an argument to score fully, but any relevant development can be accepted.

The paragraph about car use in cities is nuanced, relating to independence, while accepting that this is not the fastest means of travel.

There is a conditional angle to what should be done to encourage avoidance of car use. Happily, this candidate did not confine the focus to free bicycles, but developed reasons why cheaper public transport is worthwhile.

At no stage does language impede the message, and the range of constructions is wide, placing this response squarely in the middle of the excellent descriptor for Language with L-14. A little more variety would have stretched performance to L-15. It is important to emphasise that there is no tick list of desirable constructions, but that the 'best fit' descriptors in a mark band are used. Hence 'good' work may have significant weaknesses if balanced by some excellence. This candidate would be at the very top of the range of performances, even in this session where content marks were high.



ResultsPlus Examiner Tip

This candidate has managed word count well.

The candidate in this example has addressed all four bullet points directly, and develops discussion of the first bullet point through contrasting usage of public transport when younger, and now.

The notion of free bicycles is deplored on the grounds of cost, so there is a direct treatment with its development.

The third bullet point has extensive treatment, with a wide range of possible reasons for using the car in town, ending with the concession that the car is costly. This response is discussed, to illustrate how Content and Language marks can diverge quite greatly.

P
J'ai trouvé - I have found
Je trouvais - I was finding
J'avais trouvé - I had found

F
Je trouverai - I will find
Je vais trouver - I am going to find
Je trouverais - I would find

SECTION C: WRITING

Passage 8

Bien que je sois - Although I am

MENSI

Les transports en commun : une alternative à la voiture dans les grandes villes ?

Tramway, métro, bus sont tous une alternative à la voiture. Préférer ces transports en commun, c'est préserver la qualité de l'air. Une voiture pollue dix à vingt fois plus qu'un bus par personne transportée.

À Paris, la vitesse moyenne du métro est de 27 km/h et celle de la voiture de 18 km/h.

Le vélo est bénéfique pour la santé et permet de sauvegarder l'environnement. Les municipalités mettent de plus en plus de vélos gratuits à la disposition des habitants.

8 Vous écrivez **un article** pour discuter le transport dans les grandes villes. Écrivez **entre 200 et 220 mots en français**. Vous devez mentionner les points suivants :

- Si vous empruntez régulièrement les transports en commun
- Si vous croyez que proposer des vélos gratuits est une bonne initiative
- Une raison possible pour laquelle certains continueraient à utiliser **la voiture** dans les grandes villes
- **À part les vélos gratuits**, comment on pourrait encourager les gens à ne pas utiliser la voiture en ville

Il les donne

bus stops
- more buses
- decreasing bus fare

J'avais trouvé
Quand j'étais petite, je trouvais que les transports en commun était très intimidant par car les autres gens.

Mais maintenant, je pense que cette notion est ridicule parce que c'est très utile pour moi. Moi, j'utilise les transports commun tous les temps, pour aller au collège, rencontrer avec mes amis, ou aller chez-moi.

J'utilise le bus, les vélos, ou aussi je marche, et dans un cité même que Londres, je vais continuer d'utiliser les transports qui la gouvernement nous ont donné.

Bien que je sois en faveur que qu'il y ait de avoir des vélos gratuits, je pense que ce n'est pas une bonne initiative parce qu'il ne sera pas un bon moyen pour protéger les vélos de par

les voleurs. Donc ~~ils~~ on sera plus ^{chers} chère pour la
 gouvernement de remplacer les vélos tout le temps. (25)
 Cependant, il y a des raisons pour ~~cert~~
 certains continueraient à ~~utiliser~~ utiliser la voiture,
 contre les transports en commun, dans les
 grandes villes. c'est plus facile et aussi on peut
 voyager sans les autres et plus calmement. Aussi
 c'est plus rapide et on peut ~~être~~ changer et choisir ~~à~~ ton
 direction route et destination. (17) D'un part, ~~c'est rapide,~~ ^{est c'est rapide}
 d'un autre part, ~~c'est plus cher~~ ^{malheureusement} (18) malheureusement c'est
 plus cher.

Un autre moyen d'encourager les gens à ne
 pas utiliser la voiture en ville serait beaucoup plus
 de ~~bus~~ métro, et des bus, et aussi on pourrait
 baisser les tarifs, parce car maintenant c'est augmenter
 plus en plus sur les bus pour transport ^{dans} sur bus un bus.
 Aussi moi, je vais ^{voudrais vouloir} ~~travailler~~ ~~mais~~ ~~de~~ ~~marcher~~ ~~à~~ marcher
 beaucoup plus.



ResultsPlus

Examiner Comments

This candidate did not provide an introduction or conclusion, but this is not necessary if they are leading straight into the bullet point discussion. This means that there were sufficient words to allow a much fuller consideration of the fourth bullet point than was often achieved, so more than one way of changing attitudes could be encompassed. Overall, all four bullet points are very well addressed, each with some relevant development. C-14 was given, with a bit more detail perhaps in dealing with bullet points 2 and 4 to reach full content marks.

Language is not terrible, and is at the top end of satisfactory. The overall score places the candidate towards the top end of the two thirds of the candidature which obtained 20-26/30. Aspects of language which were less successful were: 'ton route', 'plus de métro et des bus', 'trés', 'les transport commun tous les temps', 'bien que je soit en favor'. These did not impede an excellent message being conveyed, but there were some noticeable weaknesses in some quite ambitious constructions, so the top end of satisfactory language was suitable.

Paper Summary

Passage 1, relating to Q1, was a multiple choice exercise worth 4 marks, concerning charitable assistance following a storm in the Vendée and seeking straightforward, factual information from the passage. In response to Passage 2, relating to the alcohol intake of French youngsters, candidates sought the four correct statements from eight which were presented, worth 4 marks in total. Q3, based on Passage 3 about how agriculture can be ecological, was a cloze exercise worth 4 marks, where candidates selected from a pool of eight items. Q4, where 8 marks were available, requiring responses in French, was based on Passage 4, pertaining to a French secondary school in Madagascar. From Passage 5, where young people give suggestions for how girls should attract boys, each of five statements had to be correctly attributed to one of four people, for a total of 5 marks. Passage 6 addressed the topic of anorexia and how a French author used her writing to beat her illness, and required no inference, but transfer of meaning into English. Five questions worth 1 mark each were answered in English for a total of 5 marks. Passage 7 was about a struggling village general store cum café in Normandy having to close due to changing lifestyles. Questions in French, amounting to 10 marks, required short responses in French. Passage 8, concerning urban public transport and alternatives to the car, provided the stimulus for the written response of up to 220 words. Up to 15 marks were on offer for both Content and Language, making Q8 worth 30 marks. 70 marks in total are available for 6FR02.

Assessment principles:

In Q1, only 1 mark was available for each of four multiple choice parts. In Q2, four crosses were required to denote the four correct statements. One mark was withheld for each cross offered in excess of four: for example, six crosses, including four correct ones, would attract 2 marks in total. In Q3, if the response selected was not completely transcribed correctly, but could clearly not be confused with another item in the pool, it still earned the mark. Thus '*replacer*' or '*met en peril*' gained 1 mark. In Q5, 1 mark was scored for each statement correctly attributed to a young person. By assimilation with Q3, if more than five crosses were proffered in response to a given statement, credit was withheld: one mark withheld for each cross written, in excess of five in total. As hitherto in this unit, Examiners assessed responses in Q4, Q6, and Q7 in the order that elements were presented by the candidates, and considered no more elements than the number of marks available. In this session, no part was worth more than 2 marks. Thus for instance, in a 2 mark question, only the first two elements scored. Repeating or re-working the question, or preambles to an acceptable response, did not count as elements in the response, and latitude was extended to candidates where possible, especially in Q7. While harmless additions do not cause credit to be withheld, it is possible that others can invalidate responses.

In Q8, candidates needed to gain at least 1 mark for Content to access any marks at all for Language, and vice versa. The first bullet point was considered to be addressed fully only if there is a personal response with some justification. General views on public transport usage would only gain partial credit. The second bullet point again sought the candidate's view with some justification, and had explicitly to target free bicycles, not simply to judge the value of cycling in general. Specific reference to the car was needed, though no justification was required, and responses referring back to bicycles were assessed on their own merits and could access full credit. In the fourth bullet point, an area other than free bicycles had to be mentioned. Failure to mention suggestions other than free bicycles would prevent credit from being gained. No justification or exemplification was needed for full credit, but there had to be some conditional notion for full credit to be considered. The practice of enforcing the word limit in Q8 remains, in that examiners read no further than to the end of the sense group after 220 words.

Advice and Guidance:

There was impressive evidence of hard work and thorough teaching of such items as the present subjunctive, and if-clauses, many basic errors were noted: a significant number of candidates have only a shaky grasp of regular and common irregular verbs, including *avoir*, *être*, *aller* and *faire*. The endings for regular –er verbs are not known or are ignored, with a noun being substituted. Perfect tenses frequently had no auxiliary verb or defective past participles. Even some of the best responses were somewhat marred basic gender errors. Accents in straightforward words were often incorrectly absent, or appeared implausibly and erroneously.

1. As advised in previous examiner reports, all candidates, but especially those targeting the higher grades, should ensure that basic grammatical knowledge is secure. Q8 has 15 marks explicitly for quality and range of language, and errors which impede communication may lead to fewer marks in Q4 and Q7. Examiners commented on a noticeably weaker grasp of basic grammar in this session.

3. All candidates gain marks in Q8 by fully addressing each bullet point. A direct response to each, with some development, is much preferable to a pre-learnt response. This includes checking the detail of each bullet point. Bullet point 1 referred to *régulièrement*, bullet point 3 related to *les grandes villes*, but these details were often ignored.

4. Candidates, as well as teachers, could usefully consult this report and look at the commented examples and marking principles. This should help minimise future rubric errors, and permit a greater awareness of what examiners are seeking. For instance, it is worth knowing that any incorrect formation of key verbs will not gain marks, but that targeted lifts are acceptable. The perception among some teachers persists that lifts must be avoided at all costs, but this specification continues never to make any such requirement. The importance of word count in Q8 is useful to note, and the order of elements rule is also noteworthy. Candidates could mark 'blind' Results Plus worked examples, only later revealing the marks and examiner comments. This is a very good way of training them to look at responses through the eyes of the examiner and to be ruthlessly objective in their self-appraisal of their own performance in practice papers.

5. 17 marks are on offer for non-verbal responses, so these question types should be practised. Listening practice could include some revision of numbers and different tenses. Care is needed to transcribe intelligibly.

6. Allowing checking time within the 2 hours 30 minutes, especially for Q8, is strongly recommended. This includes checking listening responses within the first 45 minutes. See Q8 introduction for common errors to avoid.

7. Practice with short phrases of dictation would assist performance in the listening questions, especially Q4.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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